

## E. MEDIA AND TECHNOLOGY

**Content Standard:** Students in Wisconsin will use media and technology critically and creatively to obtain, organize, prepare and share information; to influence and persuade; and to entertain and be entertained.

**Rationale:** In a technological world in which thought is increasingly dominated by media, such as newspapers, magazines, radio, television, movies, computer software, and electronic networks, students need to understand the impact of media on daily life. To use media effectively, students must be able to evaluate information and match the information with the appropriate medium for a specific audience. In order to do this, they must recognize how communication changes from one medium to another.

<b>Performance Standards: By the end of grade four students will:</b>	<b>Sample Alternate Performance Indicators: (1-3 per standard)</b>	<b>Sample Performance Activities/Tasks: (1-2 per indicator)</b>	<b>Sources of Data</b>
E.4.1. Use computers to acquire, organize, analyze, and communicate information[2] <ul style="list-style-type: none"> <li>operate common computer hardware and software</li> <li>use basic word-processing, graphics, and drawing programs</li> <li>create, store, and retrieve electronic files</li> <li>access information using electronic reference resources, such as library catalogs, encyclopedias, almanacs, and indexes</li> <li>generate, send, and retrieve electronic messages</li> </ul>	1. Apply knowledge of simple computer operations [2]  2. Demonstrate knowledge of basic word processing, graphics, and drawing programs[2]	1.a. Log on to a computer, select and use a program of choice, and properly shut down the computer(1)  1.b. Devise a simple instructional aid explaining basic computer activities(2)  2.a. Select a word processing or graphics program to create and illustrate a sentence(2)	
E.4.2. Make informed judgments about media and products[3] <ul style="list-style-type: none"> <li>identify the intent or appeal behind products and messages promoted via media</li> <li>recognize basic propaganda techniques</li> </ul>	1. Demonstrate the differences between personal needs and wants[3]  2. Identify facts vs. fiction used in television advertising[3]	1.a. Brainstorm ideas for producing a collage to compare and contrast needs and wants(3)  2.a. Select commercials to discuss with the class, identifying fact and fiction (e.g., "Nike jump higher." and "Rice Krispies snap, crackle, and pop.")(3)	

<ul style="list-style-type: none"> <li>identify images and symbols central to particular messages</li> </ul>			
<p>E.4.3. Create products appropriate to audience and purpose[4]</p> <ul style="list-style-type: none"> <li>write news articles appropriate for familiar media</li> <li>create simple advertising messages and graphics appropriate for familiar media</li> <li>prepare, perform, and tape simple radio and television scripts</li> <li>prepare and perform school announcements and program scripts</li> </ul>	<p>1. Create an advertising message for a specific audience[4]</p>	<p>1.a. Perform or tape radio, television, or school announcements (3)</p> <p>1.b. Draw or create a mock ad, with or without words or text, for a self-chosen product for specific audiences(4)</p>	
<p>E.4.4. Demonstrate a working knowledge of media production and distribution[3]</p> <ul style="list-style-type: none"> <li>make distinctions between messages presented on radio, television, and in print</li> <li>recognize how messages are adjusted for different audiences</li> <li>identify sales approaches and techniques aimed at children</li> </ul>	<p>1. Compare and contrast different media and analyze how they reach their respective audiences[3]</p>	<p>1.a. Create a flow chart or timeladder map of the media production and distribution process(3)</p> <p>1.b. Create the student's own radio or television commercial or show(3)</p>	
<p>E.4.5. Analyze and edit media work as appropriate to audience and purpose[4]</p> <ul style="list-style-type: none"> <li>generate and edit media work as appropriate to audience and purpose, sequencing the</li> </ul>	<p>1. Be able to adjust or recreate existing media materials to suit a given audience or purpose[4]</p>	<p>1.a. Change a pictorial ad to appeal more to children(4)</p> <p>1.b. Recreate a radio or television ad for a new audience as part of a group activity(4)</p>	

<p>presentation effectively and adding or deleting information as necessary to achieve desired effects</p> <ul style="list-style-type: none"> <li>• provide feedback to (and receive it from) peers about the content, organization, and overall effect of media work</li> </ul>			
<b>Performance Standards: By the end of grade eight students will:</b>	<b>Sample Alternate Performance Indicators: (1-3 per standard)</b>	<b>Sample Performance Activities/Tasks: (1-2 per indicator)</b>	<b>Sources of Data</b>
<p>E.8.1. Use computers to acquire, organize, analyze, and communicate information[3]</p> <ul style="list-style-type: none"> <li>• demonstrate efficient word-processing skills</li> <li>• construct and use simple databases</li> <li>• use manuals and on-screen help in connection with computer applications</li> <li>• perform basic computer operations on various platforms</li> <li>• collect information from various on-line sources, such as web pages, news groups, and listservs</li> </ul>	<p>1.a. Locate and utilize information on basic word processing, graphics, and drawing programs[2]</p>	<p>1.a. Create a poster or storybook using formatting options (e.g., characters, fonts, and size)(3)</p>	
<p>E.8.2. Make informed judgments about media and products[3]</p> <ul style="list-style-type: none"> <li>• recognize common structural features found in print and broadcast advertising</li> <li>• identify and explain the use of stereotypes and biases</li> </ul>	<p>1. Identify sales techniques and common features found in all media formats, including images and symbols[3]</p>	<p>1.a. Choose a product and relate the saleable features (3)</p> <p>1.b. Create and design a product ad (3)</p>	

<ul style="list-style-type: none"> <li>evident in various media</li> <li>compare the effect of particular symbols and images seen in various media</li> <li>develop criteria for selecting or avoiding specific broadcast programs and periodicals</li> </ul>			
<p>E.8.3. Create media products appropriate to audience and purpose[4]</p> <ul style="list-style-type: none"> <li>write informational articles that target audiences of a variety of publications</li> <li>use desktop publishing to produce products such as brochures and newsletters designed for particular organizations and audiences</li> <li>create videotapes and audiotapes designed for particular audiences</li> </ul>	<p>1. Use desktop publishing to produce products or multimedia presentations for a specific audience[4]</p> <p>2. Edit and revise media production[3]</p>	<p>1.a. Individually create newsletter articles aimed at parents. Gather several of these articles into a newsletter as part of a group activity(3)</p> <p>1.b. Create presentations and write invitations for parent meetings as part of a group activity(3)</p> <p>1.c. Research a product for an exhibit(4)</p> <p>2.a. Adjust sequence, edit, and delete to improve videotape production(3)</p>	
<p>E.8.4. Demonstrate a working knowledge of media production and distribution[3]</p> <ul style="list-style-type: none"> <li>plan a promotion or campaign that involves broadcast and print media production and distribution</li> <li>analyze how messages may be affected by financial factors such as sponsorship</li> <li>identify advertising strategies and techniques aimed at teenagers</li> </ul>	<p>1. Identify, create, and edit a product's promotional activity[3]</p>	<p>1.a. Identify a given product's interesting features (3)</p> <p>1.b. Identify a product's target group(s) (3)</p> <p>1.c. Devise a simple plan to highlight a product's features (3)</p> <p>1.d. Analyze the commercial messages of like products(3)</p>	

<p>E.8.5. Analyze and edit media work as appropriate to audience and purpose[4]</p> <ul style="list-style-type: none"> <li>• revise media productions by adding, deleting, and adjusting the sequence and arrangement of information, images, or other content as necessary to improve focus, clarity, or effect</li> <li>• develop criteria for comprehensive feedback on the quality of media work and use it during production</li> </ul>	<p>1. Analyze and revise media related to a product, adjusting for a different audience[4]</p>	<p>1.a. Explain, as part of a group activity, how to modify an existing ad, including change in context, to appeal to students or parents (4)</p>	
<p><b>Performance Standards: By the end of grade twelve students will:</b></p>	<p><b>Sample Alternate Performance Indicators: (1-3 per standard)</b></p>	<p><b>Sample Performance Activities/Tasks: (1-2 per indicator)</b></p>	<p><b>Sources of Data</b></p>
<p>E.12.1. Use computers to acquire, organize, analyze, and communicate information</p> <ul style="list-style-type: none"> <li>• design, format, and produce attractive word-processed documents for various purposes</li> <li>• incorporate information from databases and spreadsheets into reports</li> <li>• integrate graphics appropriately into reports, newsletters, and other documents</li> <li>• retrieve and reproduce documents across various platforms</li> <li>• use on-line sources to exchange information</li> </ul>	<p>1. Prepare an informational report using different sources including listservs and other electronic resources</p>	<p>1.a. Gather and copy documents from various web pages, newsgroups, and listservs</p>	
<p>E.12.2. Make informed judgments about media and</p>	<p>1. Use a variety of media formats to evaluate specific programs</p>	<p>1.a. Develop a rating scale to assess a specific radio or television program (e.g., negative effects on children or PG-R</p>	

products <ul style="list-style-type: none"> <li>• develop and apply evaluative criteria of accuracy and point of view to broadcast news programs</li> <li>• recognize and explain the impact of various media on daily life</li> <li>• analyze the content and effect of subtle persuasive techniques used on-line and in broadcast and print media</li> <li>• develop and apply criteria for evaluating broadcast programming</li> </ul>		rating) as part of a group activity  1.b. Develop a system to evaluate print media (e.g., magazines)  1.c. Retell a story in the student's own words  1.d. Draw conclusions or infer the moral of the story	
E.12.3. Create media products appropriate to audience and purpose <ul style="list-style-type: none"> <li>• create multimedia presentations in connection with major projects, such as research reports or exhibitions</li> <li>• develop various media products to inform or entertain others in school or the community such as slide shows, videos, newspapers, sound recordings, literary publications, and brochures</li> </ul>	1. Create an informational video for a specific audience  2. Analyze and edit a media production	1.a. Brainstorm topics of interest within the school and community  1.b. Plan and assign roles for a production  1.c. Create, view, edit, and evaluate a video production  2.a. Choose a short video and edit, adjust, and delete to improve clarity	
E.12.4. Demonstrate a working knowledge of media production and distribution <ul style="list-style-type: none"> <li>• analyze the effect of media production techniques, such as music, camera</li> </ul>	1. Identify, create, and edit a product promotional activity	1.a. Identify a given product's interesting features  1.b. Identify a product's target group(s)  1.c. Devise a simple plan to highlight a product's features	

<p>angles, fade-outs, and lighting, on different audiences</p> <ul style="list-style-type: none"> <li>• evaluate the impact of various market factors on the effectiveness of media production and distribution</li> <li>• identify the impact of image and context on particular audiences receiving the same message</li> <li>• develop and apply criteria for evaluating advertising campaigns for a variety of products, past and present</li> </ul>	<p>2. Compare and contrast different media and analyze how they reach their respective audiences</p>	<p>1.d. Analyze the commercial messages of like products</p> <p>2.a. Create a flow chart or timeladder map of the media production and distribution process</p> <p>2.b. Create the student's own radio or television commercial or show</p>	
<p>E.12.5. Analyze and edit media work as appropriate to audience and purpose</p> <ul style="list-style-type: none"> <li>• develop and present criteria for evaluating a variety of media products</li> <li>• evaluate audience feedback on the clarity, form, effectiveness, technical achievement and aesthetic appeal of media work</li> </ul>	<p>1. Be able to adjust/recreate existing media materials to suit a given audience or purpose</p>	<p>1.a. Change a pictorial ad to appeal more to children</p> <p>1.b. Recreate a radio or television ad for a new audience as part of a group activity</p> <p>1.c. Explain, as part of a group activity, how to modify an existing ad, including change in context, to appeal to students or parents</p>	